DOCUMENT RESUME

ED 340 173 EC 300 823

AUTHOR Yocco, Kathryn
TITLE Designing a Staff Development Plan To Improve Instructional Practices in a Preschool Special Education Program.
PUB DATE 6 May 91
NOTE 100p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Check Lists; Classroom Observation Techniques; *Disabilities; *Inservice Teacher Education; *Instructional Development; *Integrated Activities; Lesson Plans; *Preschool Education; *Staff Development; Units of Study

ABSTRACT

This practicum attempted to provide five teachers in a preschool special education program with improved strategies for systematic and consistent instructional planning. The objectives included improvement of classroom environments, improved planning for small and large group interactions, and development of methods of individualizing instruction. Practicum implementation included 12 weekly inservice sessions followed by 12 weeks of classroom implementation. The unit topic approach was utilized in working toward the objectives. The evaluation was accomplished by using checklists for each objective, from teacher feedback, parent comments, and review of lesson plans. The evaluation indicated that classroom environments and planning/teaching strategies improved. Appended are a survey of instructional activities, a preschool teacher observation log sheet, observation checklists for classroom environments, a statement of the school's educational philosophy, a calendar with preschool unit ideas, a sample monthly bulletin, a list of concepts preschoolers should know, a sample outline for unit planning, an individual goal chart, sample lesson plans, a form for recording preschool parent contacts, and a family service questionnaire. Includes 39 references. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED340178

Designing a Staff Development Plan to Improve Instructional Practices in a Preschool Special Education Program

by

Kathryn Yocco

Cluster 29

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kathryn Yocco
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1991

EC 300823

BEST COPY AVAILABLE

JUN 0 4 1991

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Sharon J. Wheeler
Sharon J. Wheeler

Preschool Handicapped Coordinator
Title

Savannah/Chatham County Board of Education
Savannah, Georgia
Address

May 6, 1991
Date

This practicum report was submitted by Kathryn Yocco under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for a degree of Doctor of Education at Nova University.

Approved:

5/31/91
Date of Final Approval of Report

Victoria Dimidjian, Ph.D., Adviser

ACKNOWLEDGEMENT

Grateful acknowledgement is made to Victoria Dimidjian, my adviser, for her continuous encouragement and support; to my family and friends for their patience and understanding; to my typist, Sandi Pagan, for her expertise and dedication; and to the entire preschool staff for their interest and cooperation. Without them, this practicum would not have been possible.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENT		iii
TABLE OF CONTENTS		iv
LIST OF FIGURES		v
LIST OF TABLES		v
ABSTRACT		vi
Chapter		
I	INTRODUCTION	1
	Description of Work Setting and Community	1
	Writer's Work Setting and Role	3
II	STUDY OF THE PROBLEM	6
	Problem Description	6
	Problem Documentation	7
	Causative Analysis	12
	Relationship of the Problem to the Literature	14
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	21
	Goals and Expectations	21
	Behavioral Objectives	21
	Measurement of Objectives	22
IV	SOLUTION STRATEGY	24
	Discussion and Evaluation of Solutions	24
	Description of Selected Solution	29
	Report of Action Taken	33
V	RESULTS, CONCLUSIONS AND RECOMMENDATIONS	42
	Results	42
	Conclusions	49
	Recommendations	50
	Dissemination	51

Page

REFERENCES..... 53

APPENDICES.....
A SURVEY OF INSTRUCTIONAL ACTIVITIES..... 56
B LOG SHEET..... 60
C OBSERVATION CHECKLIST FOR CLASSROOM ENVIRONMENTS, LARGE GROUP, SMALL GROUP, AND INDIVIDUALIZATION..... 62
D PHILOSOPHY STATEMENT..... 69
E CALENDAR, UNIT IDEAS FOR PRESCHOOL..... 71
F MONTHLY BULLETIN..... 73
G "EVERYTHING A PRESCHOOLER SHOULD KNOW"..... 75
H OUTLINE FOR UNIT PLANNING..... 77
I INDIVIDUAL GOAL CHART..... 79
J SAMPLE LESSON PLANS..... 81
K PRESCHOOL PARENT/FAMILY CONTACT..... 88
L FAMILY SERVICE QUESTIONNAIRE..... 90

LIST OF FIGURES

Figure Page

1 Frequency of Teaching Methods..... 9

2 Times Allotted Weekly for Types of Activities..... 11

3 Schedule of Activities..... 37

LIST OF TABLES

Table Page

1 Objectives and Results..... 47

ABSTRACT

Designing A Staff Development Plan to Improve Instructional Practices in a Preschool Special Education Program. Yocco, Kathryn, 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Early Intervention/Early Childhood Special Education/Early Childhood Curricula/Classroom Environment/Developmentally Appropriate/Staff Development/Inservice Training/Preschool Handicapped/Instructional Planning.

This practicum was designed to improve the quality of instructional practices in a preschool special education program. The major goal was to offer teachers strategies for systematic and consistent planning in order to produce optimal learning conditions in five preschool special education classes. The objectives were to improve the classroom environments, to improve planning for small and large group interactions, and to develop methods of individualizing to meet the wholistic needs of each child.

Practicum implementation included twelve weekly inservice sessions followed by twelve weeks of classroom implementation of techniques and materials that had been developed. Utilization of the unit topic approach was the primary tool in working toward the objectives. The units provided a framework for planning that included designing physical space, selecting activities for small and total group instruction, and developing strategies for individualization. Evaluation was accomplished by using checklists developed by the writer for each objective. Other evaluation information was gained from teacher feedback, parent comments, and perusal of lesson plans.

The value of this practicum can be reported qualitatively by teacher performance and evidence of changes in classroom planning and organization. Analysis of the data revealed that classroom environments and planning/teaching strategies improved. The cooperative efforts of the participants produced positive changes in instructional practices in the preschool special education program.

****

Permission Statement

As a student in the Program in Early and Middle Childhood, I do (✓) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

May 6 1991 (date)

Kathryn Yocco (signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting is a preschool special education program which is provided by the local school system. The local board of education wholeheartedly supports early intervention and the program is funded through local, state and federal sources. The school system serves a sprawling coastal area, comprised of a large industrial port city, several suburban communities and rural areas, and a military installation. It is a city/county system with a total student population of 32,000.

The preschool special education program serves three-, four-, and five-year old children in special preschool classes and in special kindergarten classes. The classes are located in five elementary schools, providing many opportunities for mainstreaming, as well as a non-restrictive environment. Students are placed cross-categorically, with various developmental delays, or handicaps, represented. Handicapping conditions include mentally handicapped, learning disabled, behavior disordered, sensory impaired, speech/language impaired, orthopedically handicapped, other health impaired, and significantly developmentally delayed. Class size is limited to ten students. All socioeconomic groups are represented.

The major purpose of an early intervention program is to help children learn to cope with their environments and to prepare them for the next environment. The goals of the preschool special education program are to decrease the potential impact of the handicapping conditions; to produce gains in physical, cognitive, language, psycho-social, and self-help skills; to provide counsel and support to families; and to reduce the need for future special class placements. The curriculum is developmental, language based, and individualized in order to implement each child's individualized education program (IEP). Activities and experiences are planned that are based upon developmentally appropriate practice (Bredekamp, 1986), drawing from what is known about child development and behavior. The curriculum provides for all areas of development, including motor, cognitive, language, and social-emotional, through an individualized approach which allows each child to progress at his own rate. The program complies with all Due Process requirements of Public Law 94-142, the Education for All Handicapped Children Act of 1975, and with Public Law 99-457, the Education of the Handicapped Amendments of 1986.

The staff is composed of professionals and paraprofessionals whose primary goal is to meet the needs of the students. An administrative coordinator from the central office of the board of education and the individual building principal make up the supervisory staff. A case manager/diagnostician is assigned to each age group (preschool

and kindergarten). A preschool psychologist provides services to all three-, four-, and five- year olds. Speech/language therapy, occupational therapy, and physical therapy services are available to all eligible students. Transportation is provided.

The five preschool and five kindergarten classes are taught by teachers who are certified in the areas of Early Childhood Education and Special Education. Each teacher is assisted by a paraprofessional. The three- and four-year olds attend three hour sessions, while the five-year olds attend full-day kindergarten classes. Each preschool teacher teaches two sessions (morning and afternoon). The total enrollment of the preschool classes is 100; the total enrollment of the kindergarten classes is 50.

Writer's Work Setting and Role

The writer's role is that of case manager/diagnostician for the preschool classes. She also acts as parent worker and resource teacher. Her responsibilities as case manager include assisting in Child Find activities, identifying at risk children, and processing referrals. She arranges parent interviews and screenings for children, gathers information about referred children, and schedules conferences and placement meetings. She is also responsible for ensuring that all Due Process requirements are followed.

Diagnostic services provided by the writer include performing vision and hearing screening and administering a developmental assessment for each referred child. If the

referral is appropriate, additional pre-academic evaluation is scheduled. The diagnostician then confers with the preschool psychologist to determine what additional information or evaluation is necessary. Following all data collection and evaluations, an eligibility report is prepared and a placement meeting is scheduled. The writer chairs all eligibility, placement and IEP meetings.

As parent worker, the writer provides counsel and support to parents and families. She coordinates services with other agencies that may be serving the families or makes referrals to other agencies if needed. She schedules home visits to follow up school activities or requirements and is responsible for parent programs. Parent programs include parent support groups and parenting courses. The parent support groups meet monthly and offer information of general interest to parents, such as behavior management, how to help develop communication skills, family nutrition, and information about available community resources. Parents are also provided information about what to expect in the future if their child will require continued special education services. The parent training courses are offered two or three times yearly with five to six week sessions. These sessions aid parents in developing parenting skills and offer opportunities for discussion and interaction. Parents find that they are not alone with the problems that are encountered in raising a special needs child.

The writer's role as a resource teacher, or consultant, is multifaceted. She is responsible for keeping staff members informed of special education requirements and regulations. Her duties include scheduling staff meetings and planning inservice activities. She is always available to offer assistance to all preschool staff members. This assistance may range from a consultation with a teacher on methods of meeting the needs of a particular child to a counseling session with one of the teacher/paraprofessional teams on how to work together more effectively.

CHAPTER II

Study of the Problem

Problem Description

There was concern about the lack of consistency and unity among the teaching staff of the preschool classes in the planning and organization of the total instructional program. The teachers of the special needs five-year-olds were able to follow the structure of the regular kindergarten curriculum while implementing IEPs but the preschool teachers had no such guidelines.

Even though the five preschool teachers were effectively implementing IEPs, there appeared to be little integration between curriculum components. A variety of curriculum elements, environmental structures, and teaching methodologies were being used. There was little evidence that teachers were aware of the philosophy and goals of early intervention or of the preschool special education program itself. The IEP focused on individual deficits but there was no provision for meeting the wholistic needs of each child. It was not always apparent that opportunities for group or peer interaction were being planned.

The instructional program in a preschool special education classroom should provide an environment that is structured to meet the individual needs and developmental levels of each child while meeting the pre-academic and community needs of the entire group. The IEP should serve as a basis for individualization but opportunities for growth in

all developmental domains should be emphasized. Although grouping can be difficult when working with children with diverse needs, it is important to plan for peer interaction. By focusing on the common characteristics and needs of the children, small and large group instruction can be effective.

Public Law 94-142, the Education for All Handicapped Children Act of 1975, and Public Law 99-457, the Education of the Handicapped Act Amendments of 1986, require that all handicapped children receive educational services in the least restrictive environment. If teachers are to create appropriate developmental programs for children with special needs, they must have guidance and assistance in organizing and planning instruction. The problem identified itself as follows: there was a lack of consistent and systematic procedures for developing and organizing instructional activities in the preschool special education program.

Problem Documentation

Classroom observations, teacher surveys and interviews, and parent comments provided evidence of inconsistencies in program planning and implementation within the five preschool special education classrooms. Classroom observations by the writer revealed differences in interpretation of program goals and student needs. A variety of classroom environments and arrangements were noted. Two of the classrooms were divided into learning/activity centers with materials available nearby. Two of the classrooms had a block center and a housekeeping center, with a large open area and materials

located around the perimeters of the room. One classroom had no centers or defined areas; materials had to be pulled from storage areas, taken to tables or carpet for activities, and returned to the storage area when the activity was over. One classroom had cubbies and coat hooks located near the entrance while the other four had them placed at various points around the room. One classroom had a large box piled full of coats, necessitating the children having to dig for their coats when it was time to leave.

Various teaching methods and strategies were observed (see Figure 1). Observations were planned so that teaching procedures could be observed throughout a two-hour period of the three-hour school day. This time period was the major instructional segment of the day (after arrival, breakfast or lunch, and toileting time was over). Although total group/directed teaching methods appeared to be the most used in two of the classrooms, there were times when individualization was noted. One teacher used a brief opening exercise with the total group and devoted the remainder of the day to a completely individualized program. It was apparent that two of the teachers used small group instruction more than other methods. Figure 1 shows the number of times that each of the three methods (individual, small group, total group) was observed in each classroom during the two-hour observation.

FREQUENCY OF TEACHING METHODS			
TEACHER	INDIVIDUAL	SMALL GROUP	TOTAL GROUP
A	2	0	5
B	0	2	2
C	1	1	4
D	10	0	2
E	0	0	5

Figure 1.

It became evident that some of the teachers placed emphasis on specific content areas. While two of the teachers seemed to balance the day with a variety of activities, (including fine motor, gross motor, language, pre-academic or concept teaching, art, and music) the other three teachers appeared to spend more time on one type of activity. One of the teachers, whose background is speech/language therapy, devoted large periods of the day to language activities -- story time, listening time, talking time, and vocabulary development. Another teacher, who previously taught at a psychoeducational center, applied behavioral therapy principles, such as verbal reprimands and overcorrection to many situations, giving the impression that all of her students were behavior disordered. The third teacher used a large block of time for fine motor activities, such as puzzles, pegboards, lacing, and cutting. The observations revealed that each of the teachers brought to the program

differing backgrounds, orientations, philosophies, and approaches.

A survey of instructional activities, which included a review of lesson plans and daily schedules (see Appendix A), revealed that teachers also had differing views on planning and organizing learning activities. Each teacher planned a language development activity daily but none regularly used a language kit or commercially prepared program. Parts of programs were used, along with teacher prepared materials. Pre-academic/conceptual skills were taught daily by all teachers. Four of the teachers provided for fine motor development (manipulatives, puzzles, bead stringing, lacing, etc.) daily while one planned these activities twice weekly. Cut-and-paste experiences, which can be termed art and/or fine motor, were scheduled daily by two teachers, three times weekly by one teacher, and twice weekly by two teachers. Creative art activities ranged from twice monthly to "rarely", but none were arranged daily or even weekly. Two teachers scheduled gross motor and outdoor activities daily, while two teachers planned this type of experience twice weekly and the fifth teacher once weekly. Music/singing was used daily by all teachers with marching and rhythm instruments used three times weekly by four teachers and twice weekly by one teacher. Figure 2 shows the times weekly that various activities were used by each of the five teachers.

TIMES ALLOTTED WEEKLY FOR TYPES OF ACTIVITIES								
TEACHER	LANGUAGE	PRE-ACADMEIC CONCEPTS	FINE MOTOR/ MANIPULATION	FINE MOTOR/ CUT & PASTE	CREATIVE ART	GROSS MOTOR	MUSIC/ SINGING	MUSIC MARCH/RHYTHM
A	5	5	5	5	Twice monthly	5	5	3
B	5	5	2	2	Twice monthly	2	5	3
C	5	5	5	5	Twice monthly	1	5	2
D	5	5	5	2	Twice monthly	2	5	3
E	5	5	3	3	Rarely	5	5	3

Figure 2.

One teacher reported that she planned weekly cooking activities with her students. Four of the teachers stated that they used units in planning while one teacher indicated that she did not know how to use units, but would like to in the future. Four of the teachers followed a calendar of monthly or seasonal topics and shared them with the parents.

Teachers were requested by survey and interview to comment on the necessity for assistance in instructional planning in their classrooms. Four of the five teachers agreed that some assistance was needed. One teacher commented that she preferred to design her own plans, but that she was interested in sharing ideas. All teachers agreed that there were inconsistencies in curriculum practices and instructional planning across the program. They suggested that more opportunities for planning together and idea sharing would be helpful. One teacher commented that even though some consistency was needed, flexibility should be built in to allow for individual differences.

Parents' comments indicated that they had noticed differences in the general methodologies and procedures used in each classroom.

Causative Analysis

As a result of continuing classroom observations, surveys and interviews with teachers, and informal comments from the parents, four significant factors emerged as possible causes of the problem. First, the preschool special education program had experienced rapid growth during the past few years. New classes were added, increasing the number of classes from one to five in four years. The instructional staff had changed each year. Not only had new teachers replaced teachers who had left the program, but additional teachers were hired for the new classes. A second consideration is that each teacher brought a different level of training, experience, and focus to the program. Each teacher also possessed her own personal philosophy about early childhood and special education. One teacher was a former speech/language pathologist with some background in early childhood. One teacher had taught at a psychoeducational center and at a center for severely and profoundly handicapped children. The third teacher had experience working with orthopedically handicapped children and with mentally handicapped children. The remaining two teachers had recently completed coursework in Early Childhood Special Education (ECSE), a new interrelated degree in this state.

The third and fourth causes of the problem were identified as also involving the rapid growth of the program. There was no provision for curriculum development or instructional planning either at the school level or system wide. The curriculum was said to be developmental and IEP based (individualized). Each teacher was on her own in planning and implementing the instructional program for her class. Furthermore, staff development programs did not encompass curriculum issues. Although there were orientation activities at the beginning of the school year, state and federal special education requirements appeared to be the major concern of central office administrators. Teachers had to be informed about Due Process, reporting of case loads and handicaps, and a multitude of other paper work. Finally, there were no local or state curriculum requirements for preschool programs, although a statewide resource manual was recently developed and was made available during the 1990-1991 school year.

The five teachers in the preschool special education program indicated that they desired to work together in developing materials and sharing ideas. The uniqueness of early intervention programs warranted innovative and creative approaches to developing instructional programs.

In summary, four causes of the problem were revealed. The rapid growth of the program, differing viewpoints and philosophies of teachers and staff, a lack of curriculum requirements for preschool, and a lack of staff development

for instructional planning were impacting upon the effectiveness of the preschool special education program.

Relationship of the Problem to the Literature

There are many effective and widely used curriculum models for early childhood programs in general but there are few for early childhood special education programs. A review of the literature confirmed that early childhood educators must constantly search for ways and means of serving special needs children. There is no ideal curriculum that will meet the needs of handicapped preschool children (Decker & Decker, 1980; Lander, 1983; Seefeldt, 1987).

Cook and Armbruster (1983) observed that teachers often find themselves faced with the need to design the curriculum, the recording and reporting systems, and the daily plans. Johnson-Martin, Attermeier, and Hacker (1990) noted that there are more materials available for at-risk infants than for at-risk preschoolers. This is due in part to the increased federal support for early intervention (birth to three) during the last half of the seventies and the early eighties. The trend is changing, however, as more emphasis is being placed upon serving handicapped preschoolers (ages three to five) in groups, particularly in public school settings. McLean (1990) expressed fear that many school districts may be woefully unprepared for the problems associated with serving very young children, with the curriculum issue being one of the major concerns.

Curricula for preschool handicapped programs tend to be experiential in nature and may be based upon normal developmental sequences which many handicapped children will not go through (Johnson-Martin, Jens, and Attermeier, 1986). Furthermore, curricula that are intended for mildly to moderately delayed children cannot meet the needs of more severely handicapped children. Even though it is accepted that children are more alike than different and that it is useful to have an understanding of normal development in planning instructional programs for children with special needs, it is unrealistic to expect that handicapped children will be able to master the skills in the same sequence as typical children. Many materials must be modified and adapted in order to be effective.

An additional consideration is the trend toward noncategorical or cross-categorical placement. For years special educators have focused on diagnosing children and teaching them according to the category of their impairment (Cook and Armbruster, 1983). The move away from labeling and categorizing children is resulting in a move away from the more traditional methods of teaching exceptional children. Instead, educators must seek materials that will meet the needs of cross-categorical or multi-ability groups (Bailey and Wolery, 1984). Fallen and Umansky (1985) agreed that this is not an easy task and recommended that teachers apply general learning conditions used with all children while continually seeking methods that meet the needs of each individual child.

Lander (1983) also stressed that teachers need to develop skills in assessing, planning, and working with a variety of problems in relation to the developmental and learning theories.

There was concern that many programs do not seem to be meeting the needs of the whole child (Williams, 1987). With the major focus on individualization and working with the deficits identified in the IEP, many early childhood special educators may be in danger of neglecting the total developmental needs of each child. Cook and Armbruster (1983) commented, however, that while early childhood specialists promote awareness of the needs of the whole child, special educators promote awareness of the unique needs within the total child.

What approach is best? There appears to be a lack of consensus among early childhood professionals about appropriate curriculum practices for early childhood special education programs. Cook and Armbruster (1983) described the well-known traditional options of early childhood education. There are those who believe in the cognitive-interactional approach, Piaget's sensory motor learning, in which the child is seen as an active learner. The behaviorist approach, on the other hand, views the child as a passive learner and utilizes directed teaching techniques. The psychosocial approach, following the writings of Erikson, emphasizes the emotional, affective nature of development while the maturational, or natural development approach follows the more

traditional kindergarten methods. Many early childhood special education programs use one or more of these approaches, as well as models that have resulted from diagnostic-prescriptive techniques. Two of these are the ability training approach and the task analysis approach. Ability training selects curriculum materials based upon identified strengths and weaknesses of the individual child. Task analysis breaks down target skills into step-by-step teaching sequences (Cook and Armbruster, 1983).

Bailey and Wolery (1984) determined that special educators must blend what is known about child development with what is known about behavioral programming. Thus, they came up with a combination of developmental and behavioral philosophies, resulting in a functional approach. The functional approach was also recommended by McLean (1990), who stressed the importance of activity based learning in which instruction across all domains is embedded into the same activity or routine. The functional approach is designed to aid children in coping with their present environment and to prepare them for the next environment. Allen, Holm, and Schiefelbush (1978) agreed that the functional approach is most relevant to the needs of young handicapped children. Key factors are a facilitative environment and continuous learning.

Other programs reviewed include The Carolina Curriculum for Preschoolers with Special Needs (Johnson-Martin, Attermeier, and Hacker, 1990) and A Planning Guide to the

Preschool Curriculum (Sanford, Williams, James and Overton, 1983), which uses the Learning Accomplishment Profile (LAP) in assessing and planning. The Carolina Curriculum is based on the premise that programs must be tailored to the strengths of each child, but emphasizes the integration of intervention activities into the daily life of children in group settings. The Sanford program is designed around developmental sequences and utilizes individualization built into a unit approach. The rationale for the unit approach is that all children need to learn certain information about themselves and their world; units can ai teachers in presenting basic facts, skills, and abilities.

Eliason and Jenkins (1981) observed that some commercially produced programs and materials are expensive and still do not meet the needs of every child. Weikart (1989) defined the problem of curriculum choices as a tendency to follow very specific commercially produced materials versus a too general or eclectic approach. He challenged early educators to develop curricula responsive to children's needs and capabilities.

Further concerns identified in the literature include the lack of evaluative tools for assuring program quality, a paucity of research on the effectiveness of various curricula (Bailey and Wolery, 1984; Karnes and Johnson, 1989; Weikart, 1989) and the lack of teacher preparation and certification (Cook and Armbruster, 1983; Logue, Eheart, and Leavitt, 1986). Bailey and Wolery (1984) pointed out that few curricula for

early childhood special education have been empirically tested or validated. Weikart (1989) asserted that it is essential that early childhood educators find better ways to assess the quality of their work. Teacher preparation is a critical issue that is just beginning to be addressed by state departments of education (Resource Manual for Preschool Handicapped in Georgia, 1989; McLean, 1990; Umansky, 1990).

A final area of concern was that many experts fear that parents are not always included in instructional planning (Karnes and Esry, 1981). While they are invited to participate, there are a number of reasons why they do not always attend meetings or keep in touch with school personnel. Karnes and Esry concluded that it is the responsibility of the teacher and the school to see to it that parents are actively involved in their child's educational program.

In reviewing the literature, sources related to early childhood education and curriculum development were consulted. It was discovered that elements that indicate quality preschool programs for all children are the same as those that indicate quality for preschool handicapped programs (Bredekamp, 1986; Dodge, 1989; Seefeldt, 1987). Guidelines for exemplary programs for young handicapped children appear to follow the same philosophies and theoretical bases as exemplary programs for typical children (Bailey and Wolery, 1984; Fallen and Umansky, 1985; Johnson-Martin, Attermeier and Hacker, 1990; McDonnell and Hardman, 1988; Sanford, et al 1983). Aspects of normal development (Biehler and Hudson,

1986; Charlesworth, 1983; Forman and Kuschner, 1983) and of delayed development (Bailey and Wolery, 1984; Fallen and Umansky, 1985; Hallahan and Kauffman, 1986; Johnson-Martin, Jens and Attermeier, 1986; Johnson-Martin, Attermeier and Hacker, 1990) were studied. Sources of information about Public Law 94-142, the Education for all Handicapped Children Act of 1975 and Public Law 99-457, the Amendments of 1986, were examined.

In summary, the study of the problem and the review of the literature provided evidence that there was a lack of consistent and systematic procedures for developing and organizing instructional activities in the preschool special education program. There is no ideal curriculum model that will meet the needs of handicapped preschool children. The major issues involved were the rapid growth of the preschool special education program, differing viewpoints and philosophies of teachers and staff, lack of curriculum requirements, and the lack of training or staff development for instructional planning.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The problem indicated that there was a need for consistency in instructional planning in the preschool special education classrooms in order to provide a balanced program. The general goal was to assist the teachers in the preschool special education program in planning and organizing instructional activities which would:

1. provide wholistic opportunities for growth in all areas of development;
2. provide meaningful group experiences which would facilitate peer interaction and the development of pre-academic skills;
3. focus on the individual and unique needs of each child.

It was expected that as a result of this practicum, more consistent and systematic instructional planning would produce an optimal learning environment for young special needs children.

Behavioral Objectives

The following specific objectives were projected for this practicum:

1. Teachers would demonstrate that they had planned learning environments which would enhance the total development of each child.

2. Teachers would demonstrate that they had provided opportunities for small and large group interaction which would aid in preparing the children for future pre-academic and academic experiences.
3. Teachers would demonstrate that they had developed procedures which were designed to meet the individual needs of each child.

Measurement of Objectives

It was predicted that each teacher would demonstrate 80% to 100% attainment of the objective for improving the learning environment, 70% to 80% in planning for group interaction, and 70% to 80% in planning for individualization. In order to measure the objectives of the practicum, it would be necessary to assess classroom performance as well as to examine materials submitted by the teachers.

Two instruments were constructed to aid in the evaluation process. The first, a simple log sheet, would be used for brief notes and comments about teacher contacts and classroom visits (see Appendix B). The second, a rating form for each of the three objectives, would be used during observations and when evaluating the materials provided by the teachers (see Appendix C).

Drawings of classroom environments, daily and weekly lesson plans, goal charts for individual students, and the students' progress reports would be studied and utilized to analyze results of the practicum. Particular attention would be focused on evidence of learning/activity centers, evidence

of unit planning, and evidence of planning for total and small group participation. Attention would also be given to examining the amounts and types of individualization, whether it was completely one-to-one or within group activities.

Pre-practicum and post-practicum observations and teacher comments would be compared. The log sheets and the checklists would be employed to determine what changes had occurred in instructional planning, classroom environments, and teaching strategies.

It was expected that the comments and conclusions of the teachers would be helpful in analyzing the results of the practicum since they were so directly involved. The number of participants (five teachers) invited built-in evaluation and feedback.

CHAPTER IV

Solution Strategies

Discussion and Evaluation of Solutions

A study of possible solutions to the problem was carried out. Several significant factors about early childhood education and early childhood special education were discovered in the literature. The major principle that emerged was that programs for handicapped preschoolers must be built upon the same philosophical and theoretical foundations that form the basis for early childhood programs in general (Fallen and Umansky, 1985; Honig, 1983; Linder, 1983; Johnson-Martin, Attermeier, and Hacker, 1990; Umansky, 1990; Weikart, 1989). Second, curricula had to be developmentally appropriate and applicable to children with varying abilities; it must meet the individual needs of each child (Bredekamp, 1986; Cook and Armbruster, 1983; Johnson-Martin, Attermeier, and Hacker, 1990; Linder, 1983; McDonnell and Hardman, 1988; Sanford, et al, 1983; Seefeldt, 1987; Weikart, 1986). Finally, instructional programs had to be designed to promote the development of the total child as an integrated being (Linder, 1983; Logue, et al, 1986; McLean, 1990; Roper, 1987; Umansky, 1990; Williams, 1987).

Weikart's (1989) challenge to early childhood professionals to make hard choices in developing appropriate methods of organizing children's learning was timely. Because of the extraordinary importance of early intervention to early education, it is critical that early childhood programs select

curricula that are appropriate and applicable to the needs of the children who are being served.

Possible solutions to the problem were suggested in the literature. The combination unit and individualized approach used at the Chapel Hill Training-Outreach Project (Sanford, et al, 1983) was particularly relevant to preschool special education programs. Unit topics focus on the common characteristics and needs of children while presenting themes such as pets, seasonal topics, holidays, transportation, and careers. Sanford advocated the unit approach as a means of not only providing opportunities for children to learn about themselves and their world, but also a method of systematically planning for skill development. Tasks are planned to focus on individual needs within the unit framework and were designed to aid in the attainment of skills in the developmental areas of fine motor, gross motor, social, self-help, language, and cognition. Bailey and Wolery (1984) also described the unit approach as a system of correlating activities to reinforce basic concepts. This method of instruction provides a flexible means of individualization so that activities can be planned at various levels of complexity to be presented within a group structure.

McLean (1990) preferred the term "teaching process" to "curriculum" or "instructional program," and recommended a functional approach to meeting the needs of young exceptional children. The functional skills method combines the viewpoints of the developmentalist and behaviorist theorists.

McLean believed that children must learn skills that will improve their ability to interact with their environments and increase their probability of successfully living in the real world. They need to learn to perform skills for themselves so that others will not have to perform them for them. Task analysis and continuing evaluation are vital components of the functional approach. The functional approach was also deemed the most appropriate method of intervention by Bailey and Wolery (1984), who found that a blend of behavioral programming and developmental principles is most effective. The three major responsibilities of the teacher are to assess, plan, and instruct (Bailey and Wolery, 1984; Hart, 1978). Planning should include time for acquisition, as well as time for practice (generalization), and exploration.

The developmental checklist (Cook and Armbruster, 1983) and the Carolina Curriculum (Johnson-Martin, Attermeier, and Hacker, 1990) are approaches that were specifically designed for teaching handicapped preschoolers within a group setting, an integrated group setting if possible. The teacher's role is to prepare the environment for maximal learning through exploration and group interaction. This method is also based upon teaching to all developmental domains. Sequences of behaviors, or target skills, are derived from each domain. Ability training lea's to mastering target skills. A completely individualized program within a group setting can be accomplished by using the developmental checklist with IEP

objectives to link assessment with instructional planning (Cook and Armbruster, 1983).

A common thread was predominant in the literature: teachers must constantly search for ways to adapt instructional methods and materials to meet the needs of each child. There is no perfect curriculum that will meet the needs of every special education program; nor is there one that will meet the needs of every child with special needs. "No curriculum can replace the intelligence and creativity of a good teacher" (Johnson-Martin, Attermeier, and Hacker, 1990, p. 4).

An additional crucial issue about curriculum development was revealed in the literature. In order for programs to be successful, teachers need to be involved in curriculum development (Glickman, 1990). Glickman saw curriculum development as a staff development activity, in which teachers are allowed the opportunity to generate ideas, exercise their individual and group creativity, and function as a team to make decisions. Rasala (1989) agreed that the program should belong to the teachers. They are professionals, the experts who will implement the program and make it work. Teacher preparation courses do not prepare teachers for much more than directed teaching methods with a focus on cognitive development. Staff training must take it from there and assist teachers in applying theory into practice (Logue, et al, 1986; Rasala, 1989; and Roper, 1987). Staff training in early childhood programs should be continuous and should

follow four basic steps: needs assessment, identification of resources for training, the actual inservice activity, and follow-up (Abbott-Shim, 1990). Training resources should include the contributions of staff members who can share strengths and expertise. Other options include participating in programs offered by community agencies and inviting guest speakers or resource persons to present workshops.

In addition to possible solutions gleaned from the literature, activities that were suggested by the teachers in the survey of instructional activities were considered as possible solutions to the problem. Supervisory staff members also offered suggestions which could become part of a plan for improvement for the preschool special education program.

Opportunities for idea sharing and planning together could be arranged through staff development and inservice activities. Cross classroom visitations could also be arranged so that teachers could observe environmental planning and teaching strategies.

A monthly calendar with planned themes could be designed. These would be posted in the classrooms and shared with parents. A list of units with suggested activities and resources could be compiled. Actual units would be developed and those that were already available could be shared. A bank of objectives for each developmental domain, with a checklist for mastery, could be developed. Charts or folders with items from each child's IEP would be constructed and used for quick reference in planning and in teaching.

In evaluating possible solutions to the problem, the writer concluded that there was no ideal curriculum for early childhood special education programs; instead each program must design its own instructional model to meet the needs of its population. The instructional model must be based upon sound theoretical principles about how children learn and grow and must be developmentally appropriate. It must meet the individual needs of each child but also promote the development of the total child as an integrated being. Consistency across the program can be achieved if teachers are in agreement about the above principles. Even though guidelines are necessary in order to provide an effective early intervention program, teachers should be encouraged to maintain their individual creativity and personal teaching styles.

Description and Justification of Selected Solution

A staff development plan to improve instructional practices in the preschool education program emerged as a solution to the problem. A series of inservice activities involving the teachers in a hands-on process would not only provide assistance to the teachers, but would give them "ownership" of the plan for improvement.

The first step would be to develop a philosophy statement about the goals, objectives and policies of the program. A systematic and identifiable philosophy is the key to any successful early childhood program (Decker and Decker, 1980; Dodge, 1989). The philosophy should be based upon accepted

educational philosophy and theory and should include principles of cognitive, language, socio-emotional, and physical development (Bredekamp, 1986). All staff members should share in the development of the philosophy statement and have an understanding of the underlying framework of why the program exists and what it intends to do. There should be agreement on the broad goals of what the children should learn (the curriculum); the methods and approaches by which they should be taught; screening, assessment and evaluation procedures; and the nature of the interactions among the child, the staff and the parents.

The next step would be for teachers to decide how they could work as a group and individually to design the elements of the total instructional program. A preliminary task would be to assure that relevant materials and resources are accessible to all teachers. Teachers could begin developing a list of resources/books/kits that must be available in each classroom.

Teachers suggested that a calendar for the school year would assist in planning and in providing consistency across the program. A calendar could be designed to include seasonal themes and unit topics. The teachers would have the opportunity to produce this calendar during one of the preliminary inservice sessions.

The pre-practicum observations and teacher surveys identified a need for assistance in planning and designing classroom environments. Teachers appeared to be experiencing

difficulty in planning physical space and arranging activity areas. Learning/activity/interest areas, or centers, provide a strategy for the active involvement of children, experience based learning, and individualization (Dodge, 1989; Hilderbrand, 1987; Myers and Maurer, 1987). Teachers could discuss and share ideas about the arrangement of space and materials in their classrooms that will encourage maximum independence and appropriate interactions. A resource consultant could be invited to present a workshop on how to set up specific activity areas or centers.

The unit approach (Bailey and Wolery, 1984; Eliason and Jenkins, 1986; Sanford, et al, 1983), which some of the teachers were already using, could be expanded upon and utilized to provide a framework for skill attainment within the group structure. Teachers would determine the most appropriate subjects for units, select topics and begin developing them. They could decide how many units were needed and how comprehensive they should be. They could begin to match the activities and resources to the list of resources/books/kits that were available. The unit method would improve consistency in instructional practices across the program by providing a tool for systematic planning. Teachers would be reminded that individualization can be accomplished by adapting activities according to the needs of each child and by expecting involvement and responses from each child within the group according to his or her level of ability.

In order to meet the needs of the total child, activities must be planned to provide opportunities for growth in all areas of development. Information about the functional curriculum (Bailey and Wolery, 1984; Hart, 1978; McLean, 1990) and the Carolina Curriculum for Preschoolers with Special Needs (Johnson-Martin, et al, 1990) could be presented to the teachers and opportunities provided for study and discussion. Ideas from Cook and Armbruster (1983), Dodge (1988), and Eliason and Jenkins (1986) could assist the teachers in making decisions about scheduling and minimum time requirements for activities within domains during each school day. Teachers could plan together to ensure that a balance of experiences are provided to include all skill areas (language, fine motor, gross motor, cognition, socialization, creative arts, and self-help).

Teachers indicated that they would like to develop some type of checklist, or bank of objectives, that would be relevant to the needs of their students. Although they had access to several commercially prepared developmental checklists, there appeared to be a need for assistance in task analysis in developing and implementing IEPs. Material from McLean (1990), Bailey and Wolery (1984), and Umansky (1990) would be helpful as the teachers plan and work together to develop a comprehensive checklist for their specific groups of children. Charts or folders for each child with important items from his IEP could also be created and used for quick reference to remind teachers of needed skills throughout the

school day (Johnson-Martin, Attermeier, and Hacker, 1990). Even though the teachers were effectively implementing IEPs, these materials would be helpful in assisting them in planning for individualization within the group setting.

The practicum implementation would include the inservice activities and the utilization of the instructional program as it developed, with ongoing and concurrent evaluation. The size of the group (five participants) would facilitate the group process and feedback. Revisions and modifications would be integrated as necessary throughout the implementation.

Report of Action Taken

The practicum implementation began during preplanning for the 1990-91 school term. The original time line for the practicum included six inservice sessions to be scheduled for August through December. The period from December through March would be devoted to applying the concepts and using the materials within the preschool special education classrooms. This calendar was expanded however, due to a new and exciting responsibility for the writer.

Recent mandates of Public Law 99-547 require that early childhood special education programs include services to families. Although the preschool special education program has always considered itself family oriented and has provided various services to families, there was a growing recognition that services were not complete or comprehensive. There was a need for a more parent/family focused intervention. The preschool special education program accepted the challenge to

design and provide a delivery model which will bridge the gap between home and school. The previous service delivery model of center-based services through half-day double sessions five days per week was changed to center-based services four days per week (Monday through Thursday) with the fifth day (Friday) devoted to family services.

An intensive staff development program for the preschool teachers was necessary in order to prepare them to institute this new component of the preschool program. It was decided that weekly staff meetings would be scheduled for twelve weeks, from the end of August until mid-December. Sessions would be held on Friday mornings, leaving time in the afternoons for actual parent/family contacts.

Since the writer was responsible for developing and organizing the staff development activities for the new delivery model, she took advantage of the opportunity to integrate the practicum for improving instructional practices into the weekly meetings for planning the parent/family services.

In addition to the activities that had been planned for the practicum, the inservice program was expanded to include the issues related to working with families. This combination of goals became a mechanism of meeting the general purpose of the practicum, and of the preschool handicapped program, which was to produce optimal learning conditions for the young special needs children. The benefits of this plan to the participants and to the total preschool special education

program were paramount since it provided additional time for discussion and feedback, as well as active involvement and ownership in both of the new components. Furthermore, the parent activities complement the curriculum and are relevant to the instructional program.

The first inservice session was devoted to planning and organizing the tasks of the practicum. This session proved to be a very productive one due to the motivation and enthusiasm of the teachers. They were very pleased to be involved in the planning and implementation of not one, but two, improvements to the preschool special education program. The first task was to brainstorm to develop a philosophy statement (see Appendix D). This was not difficult, due to their commitment and expertise in the field of Early Childhood Special Education. The teachers also designed a calendar for the school year, with unit themes, and began using it immediately. From the calendar, they developed a monthly bulletin for the parents as a means of keeping them informed about coming events and activities (see Appendices E and F).

The participants were asked to begin inventorying their classrooms to find what resources/books/kits were available to aid in developing an improved instructional program. They were requested to recommend materials that should be in each classroom. These materials were obtained for them depending upon budgetary limitations. Participants were also requested to begin thinking about the various elements of the practicum, which included unit topics, checklists of goals for the

various curriculum domains, IEP skill charts, classroom environments, and how they could plan and provide a balance of activities for their students throughout the school day.

During this initial staff meeting, the goals of the family focused intervention model were also discussed. The teachers agreed that services to the children and their families should be increased and expanded to include case management and coordination of services; parent support, counseling, and training; and a partnership involvement of each parent in their child's education and development. It was decided that staff training should include techniques for assessing family needs, methods of developing communication and interpersonal skills, tips on the understanding and acceptance of diverse family dynamics and life styles, information about resources within the school and community, and methods of assisting parents with parenting skills. A means of progress charting and record keeping should be developed, as well as an instrument to assess the family needs. A schedule of activities for the remaining eleven weeks was developed (see Figure 3).

SESSION	INSTRUCTIONAL PRACTICES	PARENT/FAMILY SERVICES
2	Developmentally Appropriate Practice; List of skills/activities/ concepts/unit topics for preschool	Assessment of family needs; record keeping
3	Unit planning; large and small group instruction	Parenting skills: nutrition and health
4	Classroom environments; learning/activity centers	Communication, listening, interpersonal skills
5	Assessment for Planning	Family dynamics
6	Task analysis; targeting goals for functional skills	Community resources
7	Daily/weekly lesson plans; behavior management	Parenting skills: behavior management
8	Individualization/IEP Charts	Parenting skills: language development
9	Skills bank to aid in developing IEPs	Conducting home visits; home activity sheets and follow-up
10	A balanced program: importance of play; social skills, aesthetics, creative arts	Planning parent meetings: large and small groups
11	Mainstreaming/ integration	Training parents as classroom volunteers
12	Wrap-up, share, critique, evaluate	Wrap-up, evaluate, develop instrument for evaluation

Figure 3.

The sequence of activities that had been planned for the practicum fell neatly into the expanded calendar. Each week the first half of the inservice session was devoted to the practicum, with the parent/family services training taking the remainder of the time. Undaunted by this tall order, the participants tackled the project with dedication and zeal. Following the inservice sessions, the practicum implementation continued through March, with the teachers applying the concepts and using the materials as they were developed.

The series of topics for the weekly meetings seemed to naturally divide into three segments. The first few meetings were devoted to developing units, planning for group instruction, and creating environments for exploration and growth. The second segment covered techniques for individualizing within groups, the development of skill charts, and lesson planning based on assessment. The final sessions stressed the importance of providing a balance of activities throughout the preschooler's day. Guidelines were established for the inclusion of creative arts, socialization, and play within the framework of a three-hour day that must include a multitude of activities for meeting the unique and diverse needs of the group.

Each inservice session built upon and continued the activities of the previous one. The philosophy of developmentally appropriate practice (Bredekamp, 1986) was helpful in reminding teachers of the importance of planning activities that are age appropriate and individually

challenging. While teacher-directed activities may be necessary for handicapped children, it was emphasized that young children are more alike than different and that child-initiated activities that are appropriate for typical preschoolers are also appropriate for preschoolers with special needs. The teachers enjoyed brainstorming to produce a long list of skills/activities/unit topics that should be included in preschool programs (see Appendix G). The list was entitled "Everything A Preschooler Should Know" and continued to grow throughout the practicum. All five teachers quickly accepted the unit approach and began immediately to use units in planning instruction. They were able to locate several published units and adapted them to their needs but also began developing and writing their own units. An outline for unit planning was designed (see Appendix H). In using the unit approach, the teachers soon discovered that their classrooms would need to be rearranged. Thus the importance of learning/activity centers was recognized. Some of the teachers had been using centers for instruction but others had used them only for reinforcement and free time. The participants visited other classrooms to obtain ideas for room arrangement and brought in sketches of their own rooms so that they could collaborate to design "ideal" plans for their classroom environments. It was agreed that each classroom should include at least six centers: blocks, dramatic play, arts and crafts, language arts (reading, listening), manipulatives (fine motor), and science/discovery. Adequate

space for large or total group circle time must also be planned for, as well as an area for personal belongings (cubbies and coat hooks at children's eye level).

During the middle portion of the inservice program, a great deal of attention was given to individualization. Techniques of assessment and how to use task analysis in targeting goals were discussed with the teachers to aid them in individualizing and implementing IEPs. It was suggested that individual goal charts be posted in the classrooms to provide a quick reference for every professional who works with the child (see Appendix I). Skill areas were assigned to each teacher and they began to construct sequential lists of tasks for IEP development and for daily lesson planning. Formats for daily and weekly lesson plans were studied. Methods of individualizing within total group, small group, learning/activity centers, and unstructured times were explored and several designs were accepted (see Appendix J). These designs would be used according to the needs of the classes and the individual students. It was emphasized that each class is different and that each teacher has different planning styles. Each teacher was encouraged to use the method of planning that best meets the needs of her class.

The teachers admitted that their special education orientation sometimes gets in the way of what they know about child development. In their zeal to provide activities for academic readiness and IEP goal mastery, they often overlook the value of play and the arts. Lively discussions ensued on

ways to meet the needs of the total child through a more comprehensive curriculum. The relationship between cognition and play was stressed and material from Cartwright (1988, 1990), Williams and Kamii (1986), and Bailey and Wolery (1984) was reviewed. The intrinsic value of the arts and aesthetic development in early childhood (Feeney and Moravcik, 1987) was emphasized. Developmentally appropriate programs include daily experiences in the arts and allow children the freedom to explore ideas and to make mistakes (Bolen, 1989; Clemens, 1991). Ideas for creative art projects, as opposed to pre-cut or patterned activities, were presented as a means of extending the curriculum, as well as encouraging individual creativity. The teachers agreed that environments that encourage children to explore and discover through sensory experiences, to make choices, and to express themselves in various ways enhance the development of the total child.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS

Results

The instructional program in a preschool special education classroom should provide an environment that is structured to meet the individual needs and developmental levels of each child while meeting the pre-academic and community needs of the entire group. Opportunities for growth in all domains should be emphasized in order to foster wholistic development.

The problem indicated that there were no systematic or consistent procedures for developing and organizing instructional activities in the preschool special education program. Guidelines for planning programmatically, as well as individually, within each of the five classrooms, were needed.

The general goal of the practicum was to assist the teachers in the preschool special education program in planning and organizing instructional activities which would provide opportunities for growth in all areas of development, facilitate peer interaction, and focus on the individual and unique needs of each child.

A staff development program involving the teachers as the developers of a "plan for improvement" proved to be effective as a solution to the problem. This team approach, giving the participants ownership in the program (Glickman, 1990; Rasala, 1989) afforded opportunities for generating ideas and making decisions as a group. Knowing that their ideas and decisions

would be respected and accepted increased the teachers' commitment to the success of the practicum. The staff development included a series of weekly inservice sessions and on-the-job, or in-the-classroom, implementation of the improved instructional program.

Objective One stated that teachers would demonstrate that they had planned learning environments which would enhance the total development of each child. Results of the practicum implementation provide evidence that teachers have become committed to the rationale of developmentally appropriate practice (Bredenkamp, 1986) and of best practice guidelines in early childhood special education. All five classrooms reflect planning that provides for the dimensions of age appropriateness and individual appropriateness within an environment that encourages exploration and discovery. This is accomplished through the use of learning/activity centers and through the provision of a balanced program that addresses all domains - social, emotional, cognitive, and physical - as a means of fostering wholistic development. Although some of the classrooms continue to need improvement in designing physical space, there has been improvement in the increased use of centers, as well as improvement in the general appearance and atmosphere of the classrooms.

Objective Two stated that teachers would demonstrate that they had provided opportunities for large and small group interaction which would aid in preparing the children for future pre-academic and academic experiences. This objective

was accomplished by the staff development activities and by the implementation in the classrooms of teaching methods that included grouping children to encourage participation, natural interactions, and on-task behavior. Opening and closing activities establish the unit theme being emphasized and provide time for typical preschool activities such as music, finger plays, and calendar time. Large group activities are paced so as to encourage appropriate behavior and social interactions. Language, activity, and movement are emphasized. Small group activities allow time for work on unit themes and individual goals through table activities and center activities. Opportunities for creative art, play and socialization are also available during small group time. The accomplishment of this objective was apparent, not only by the use of strategies for grouping, but also by the evidence of comprehensive planning and preparation of materials to meet individual needs and the needs of each small group.

Objective Three stated that teachers would demonstrate that they had developed procedures which were designed to meet the individual needs of each child. Results of the practicum indicate that each teacher is adequately providing an almost completely individualized curriculum through a unit topic approach that allows for group interaction. Functional skills are established in IEPs (McLean, 1990) but are targeted throughout the routines of the school day, through small and large group activities and interactions, as well as through the utilization of learning/activity centers which reflect the

unit themes. Individual needs are addressed through the use of strategies such as modifying tasks or using adapted materials so that each child is an active participant in all activities, regardless of his disability.

The unit approach (Sanford, et al, 1983) proved to be a key factor in the success of the practicum. The use of the unit topic approach as a tool for organizing instruction led to the concurrent achievement of the objectives. The structure of the units provided a framework for planning that included designing physical space (Objective One), selecting activities for small and total group instruction (Objective Two), and developing strategies for individualization (Objective Three).

An observation rating form consisting of four checklists (see Appendix C) which was constructed by the writer, was used to aid in evaluating the objectives of the practicum. The instrument was designed to rate the descriptors that were determined significant by the writer and by the participants in the staff development program. Although it is possible that these descriptors, or adaptations of them, may be used in the future for assessment of teacher performance, it was emphasized that the present use was solely for the purpose of evaluating the practicum. The checklists were utilized when observing and evaluating classroom environments, small group activities, large group activities, and plans for individualization.

It was predicted that each teacher would demonstrate 80% to 100% attainment of the objective for improving the learning environment (Objective One). According to the checklists, one teacher attained 82%, two 59%, and two 50%. Since the "N" rating was used to denote that the descriptor was not always achieved, it appears obvious that there is still a need for improvement in the learning environments in all of the classrooms. The writer did observe, however, that there was increased use of learning/activity centers and that teachers were beginning to recognize that centers could be used effectively with the unit approach.

Objective Two, planning for group interaction, was divided into two parts for the purpose of observation: a checklist for observing small group activities and another one for large or total group activities were utilized (see Appendix C). All five teachers attained 100% mastery in planning for small groups. One teacher obtained 87% mastery of the objective for large group interaction while the remaining four achieved 100%. This objective was most successful, as measured by the checklists, since 70% to 80% mastery for each teacher had been predicted.

The third objective, planning for individualization, was also successfully achieved. One teacher attained 100% mastery, two 92%, one 83%, and one 75%. Since the projection for this objective was 70% to 80%, it was concluded that the teachers are successfully planning for individualizing throughout the preschool instructional program.

OBJECTIVE/RESULTS					
TEACHER	A	B	C	D	E
I. Improving Classroom Environments	59	50	82	50	59
II. Planning for Group Interaction					
Small Group	100	100	100	100	100
Large Group	100	87	100	100	100
III. Planning for Individualization	92	75	92	100	83

Table 1.

Table 1. summarizes the percentages of attainment of the objectives by each of the five participants.

Expansion of the staff development program to include the parent involvement component proved to be a distinct advantage to the practicum implementation. The activities of the practicum and the activities for training the teachers to work with the families complemented each other. The teachers enthusiastically accepted the challenge to work together to improve instructional practices in the preschool special education classrooms along with the challenge to increase services to families. This combination of goals effectively extended the curriculum by providing comprehensive and integrated services to the children and their families, bridging the gap between home and school.

In addition to an improved learning environment, increased opportunities for group interaction, and a totally

individualized curriculum in the preschool special education program, the following outcomes of the practicum implementation also resulted:

1. A philosophy statement for the preschool special education program was developed (see Appendix D).
2. Yearly and monthly calendar plans of activities and events were designed and shared with the parents (see Appendices E and F).
3. A collection of units became the basis for a resource notebook for the preschool program, which may in turn, expand to become a program manual.
4. An expandable file of activities for each month of the school year was started by each classroom teacher.
5. A list of topics or concepts of "Everything a Preschooler Should Know" was generated (see Appendix G).
6. A list of sequenced developmental skills became the basis for computerized IEPs.
7. Formats for individual and small group lesson plans were constructed (See Appendix J).
8. A parent contact documentation form was developed (see Appendix K).
9. A Family Service Questionnaire was designed (see Appendix L).
10. Checklists for classroom observations were developed (see Appendix C).

11. Improved team planning and cooperation evolved.

12. Parent and family involvement increased.

Conclusions

Because of the extraordinary importance of early intervention for young handicapped children, it is critical that early childhood special education programs select curricula that are appropriate and applicable to the needs of the children who are being served. Although there are many excellent commercially prepared materials and an increasing number are being produced and marketed since the passage of Public Law 99-457, there is no ideal or perfect curriculum that will meet the needs of every early intervention program or of every child with special needs. Nor is there any curriculum that can take the place of a creative teacher (Johnson-Martin, Attermeir, and Hacker, 1990).

Every program must build its own instructional model to meet the needs of its population. Teachers must be educational engineers who design and implement learning strategies which will meet the unique and individual needs of their students. By combining some of the best ideas from a variety of approaches with their own creativity and personal teaching styles, the teachers in the preschool special education program were able to develop improved procedures for providing services. Inconsistencies in program characteristics were decreased as guidelines for more systematic and organized instructional planning were created.

Recommendations

Several opportunities for extension were generated as a result of this practicum:

1. Preschool staff should continue to collaborate in planning for consistency in the instructional program.
2. Staff development or inservice activities for preschool staff should be scheduled on a regular basis to include strategies for planning and instruction.
3. Orientation on policies, procedures, and issues concerned with the preschool special education program should be a part of the school system fall pre-planning activities for all preschool staff (teachers and/paraprofessionals).
4. A program manual for the preschool special education program should be developed to provide guidance on policies and procedures for all staff and students. Materials from the practicum would be a starting point and a major part of the section on instruction.
5. An inservice program for regular education teachers and principals should be designed to provide information and assistance on mainstreaming and integration of young special needs children into regular education classes.

6. Ideas should be explored and increased efforts made to discover methods of integrating non-handicapped peers with the students who are enrolled in the preschool special education program.
7. Preschool staff should continue staff development activities on family focused intervention as they continue to extend and expand services to homes and families.

Dissemination

Plans for dissemination include extending the staff development program for improving instruction to the kindergarten level; presenting a videotape of the preschool special education program to interested school systems; and sharing a program manual, which is to be developed, with other school systems and early intervention programs for possible replication.

The teachers of the special needs kindergarten classes have expressed an interest in the activities of the practicum, stating that there is a need for improvement in the kindergarten curriculum also. They will participate in the next series of inservice sessions; the notebooks of units and other materials will be available for sharing and copying of ideas.

A video tape presentation, starring the preschool special education staff and students, is being produced and will provide information about all components of the instructional program, as part of a total look at the delivery model. The

video tape will be made available to other school systems who may be interested in replication.

The practicum has served as a spring board for other improvements in the preschool special education program. Improvements include plans for the development of a program manual, which will serve as a guide for everything from teacher certification requirements to IEP development, but will be especially useful in achieving consistency in instructional planning. The manual will provide guidelines for all policies and procedures related to the preschool program and will be disseminated to other programs and school systems.

REFERENCES

Abbott-Shim, M. S. (1990). In-service training: A means to quality care. Young children, 45 (2), 14-18.

Allen, K. E., Holm, V. A., & Schiefelbusch, R. L. (1978) Early intervention: A team approach. Baltimore: University Park Press.

Bailey, D. B., & Wolery, M. (1984). Teaching infants and preschoolers with handicaps. Columbus: Charles E. Merrill.

Biehler, R. F., & Hudson, L. M. (1986). Developmental psychology: An introduction. Boston: Houghton Mifflin.

Bolen, L. (1989). The importance of the arts in the early childhood curriculum. Dimensions, 18(1), 11-14.

Bredekamp, S. (Ed.). (1986). Developmentally appropriate practice. Washington, DC: NAEYC.

Cartwright, S. (1988). Play can be the building blocks of learning. Young Children, 43(5), 44-47.

Cartwright, S. (1990). Learning with large blocks. Young Children, 45(3), 38-41.

Charlesworth, R. (1983). Understanding child development. Albany, NY: Delmar Publishers.

Clemens, S. G. (1991). Art in the classroom: Making every day special. Young Children, 46(2), 4-11.

Cook, R. E., & Armbruster, V. B. (1983). Adapting early childhood curricula: Suggestions for meeting special needs. St. Louis: C. V. Mosby Company.

Decker, C. A., & Decker, J. R. (1980). Planning and administering early childhood programs. Columbus: Charles E. Merrill.

Dodge, D. T. (1989). Creative curriculum for early childhood. Washington, DC: Teaching Strategies, Inc.

Eliason, C. F., & Jenkins, L. T. (1986). A practical guide to early childhood curriculum. Columbus: Merrill Publishing.

Fallen, N. H., & Umansky, W. (1985). Young children with special needs (2nd ed.). Columbus: Charles E. Merrill.

Feeney, S., & Moravcik, E. (1987). A thing of beauty: Aesthetic development in young children. Young Children 42(6), 7-15.

Forman, G. E., & Kuschner, D. S. (1983). The child's construction of knowledge: Piaget for teaching children. Washington, DC: NAEYC.

Glickman, C. D. (1990). Supervision of instruction. Boston: Allyn and Bacon.

Hallahan, D. P., & Kauffman, J. M. (1986). Exceptional children: Introduction to special education (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Hart, B. (1978). Organizing program implementation. In K. E. Allen, V. A. Holm, & R. L. Schiefelbusch, (eds.), Early intervention: A team approach, (pp. 309-329). Baltimore: University Park Press.

Hilderbrand, V. (1987). Organizing: A key aspect of classroom management. Dimensions, 15(4), 6-8.

Honig, A. (1983). Programming for preschoolers with special needs: How child development knowledge can help. Early Child Development and Care, 11(2), 165-196.

Johnson-Martin, N. M., Jens, K. G., & Attermeier, S. M. (1986). The Carolina curriculum for handicapped infants and infants at risk. Baltimore: Paul H. Brookes.

Johnson-Martin, N. M., Attermeier, S. M., & Hacker, B. (1990). The Carolina curriculum for preschoolers with special needs. Baltimore: Paul H. Brookes.

Karnes, M. B., & Esry, D. R. (1981). Working with parents of young exceptional children. Educational Horizons, 59(3), 143-149.

Linder, T. W. (1983). Early childhood special education: Program development and administration. Baltimore: Paul H. Brookes.

Logue, M. E., Eheart, B. K., & Leavitt, R. L. (1986). Staff training: What a difference does it make? Young Children, 41(5), 8-9.

McDonnell, A., & Hardman, M. (1988). A synthesis of "Best Practice" guidelines for early childhood services. Journal of the Division of Early Childhood, 12(4), 328-341.

McLean, M. (1990). Methods of teaching preschool children with special needs. Atlanta: Georgia Department of Education.

Myers, B. K., & Maurer, K. (1987). Teaching with less talking: Learning centers in kindergarten. Young Children, 42(5), 20-27.

Rasala, S. M. (1989). Assignment in kindergarten: Introduce a new curriculum. Young Children, 44,(5), 60-66.

Resource manual for preschool handicapped in Georgia. (1989). Atlanta: Georgia Department of Education.

Roper, S. (1987). Secondary school specialist says ECE people are resisting the harsher voices of "Reform" better than their colleagues who teach older children. Young Children, 42(4), 12-13.

Sanford, A. R., Williams, J. M., James, J. C., & Overton, A. K. (1983). A planning guide to the preschool curriculum. Winston-Salem, NC: Kaplan Press.

Seefeldt, C. (ed.). (1987). The early childhood curriculum: A review of current research. New York: Teachers College Press.

Umansky, W. (1990). Characteristics of preschool children with special needs. Atlanta: Georgia Department of Education.

Weikart, D. P. (1989). Hard choices in early childhood care and education: A view to the future. Young Children, 44(3), 25-30.

Williams, C. K., & Kamii, C. (1986). How do children learn by handling objects? Young Children, 42(1), 23-26.

Williams, L. R. (1987). Determining the curriculum. In C. Seefeldt (ed.), The early childhood curriculum: A review of current research, (00. 1-12). New York: Teachers College Press.

APPENDIX A

SURVEY OF INSTRUCTIONAL ACTIVITIES

SURVEY OF INSTRUCTIONAL ACTIVITIES USED IN PSI CLASSROOMS

Please respond as briefly, but as fully, as possible. Use extra sheets if necessary. Although the program is individualized by IEPs, the purpose of this survey is to look at the total PSI school day.

1. Do you use a language kit or program? (Ex.: Peabody)

   _____ If you do, which one?_____

2. Do you do a language development activity each day?

   _____

3. Describe other language activities that you use. (Ex.: experience stories, sharing time, reading stories and poems, nursery rhymes, dramatic play, etc.)

4. Please indicate the times that the following activities are used. (Daily, twice weekly, weekly, etc.)

   Fine motor (cutting, drawing, lacing, etc.)_____

   Fine motor (puzzles, pegs, other manipulatives)_____

   Math/numbers/counting_____

   Art - Cut and paste _____

   Finger paint _____

   Easel paint _____

   Play dough _____

   Other _____

   Music - Singing _____

   Marching _____

   Other _____

   Gross motor - Outside _____

Gross motor, cont'd: list activities outside:_____

_____

Gross motor, inside _____

List activities inside_____

_____

Large group or entire group-_____

Small group- _____

Individual-_____

Free or self-chosen activities - _____

5. Do you use units? _____

If so, please describe:

6. Do you follow a calendar of activities for each month? _____

Give examples; September _____, etc.

7. Do you use centers? _____

If so, please describe:

8. Do you feel that some type of assistance is needed to aid in instructional planning in the PSI program._____

If no, why? _____

_____

_____

If yes, what do you suggest? (EX.: developmental checklist, staff development, etc.)

APPENDIX B

LOG SHEET

PRESCHOOL TEACHER OBSERVATION LOG

1990-91

TEACHER NAME_____ SCHOOL_____ ROOM_____ PROGRAM_____

DATE_____

DATE_____

DATE_____

DATE_____

DATE_____

DATE_____

COMMENTS-

OBSERVER-CONTACT PERSON_____

Adapted for preschool by permission of school district.

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX C

OBSERVATION CHECKLIST FOR CLASSROOM ENVIRONMENTS LARGE GROUP, SMALL GROUP, AND INDIVIDUALIZATION

PRESCHOOL SPECIAL EDUCATION OBSERVATION

CLASSROOM ENVIRONMENT

TEACHER_____

SCHOOL_____

DATE_____

S = Satisfactory N = Not Observed	S	N	COMMENTS
1. Classroom is neat and clean.			
2. Place for personal belongings/coats near exit.			
3. Personal belongings accessible (at kid level).			
4. Materials neat and accessible.			
5. Materials arranged for independent use.			
6. Logical placement of materials near interest areas.			
7. Materials adapted for disabilities.			
8. Labels on shelves and materials (pictures and words).			
9. Labels at child's eye level.			
10. Learning/activity centers: labeled with pictures and words.			
Evidence of how assigned			
Used to implement unit theme			
Housekeeping/dramatic play			
Blocks and construction			
Arts and crafts			
Fine motor/manipulatives			
Reading/language/listening			

CLASSROOM ENVIRONMENT (cont.)

	S	N	COMMENTS
Sensory/science/discovery			
11. Bulletin boards, other displays:			
At child's eye level			
Reflect unit or seasonal themes			
Children's work displayed at their eye level.			

Form developed by writer.

PRESCHOOL SPECIAL EDUCATION OBSERVATION

LARGE GROUP ACTIVITIES

TEACHER_____

SCHOOL_____

DATE_____

S = Satisfactory N = Not Observed

	S	N	COMMENTS
1. Both opening and closing activities reflect routines and activities used in community preschools.			
2. Opening and closing activities follow written lesson plans, establish the routine for the day, and establish the unit theme being emphasized.			
3. Large group activities are developmentally appropriate typical preschool activities.			
4. Staff give instructions for activities using language children understand during all large group activities.			
5. Teachers use social prompting to encourage general interactions among children.			
6. Teachers reinforce social and other appropriate interactions among children.			
7. Inappropriate behavior of children is managed systematically and consistently.			
8. Children who are competent in performing the activity have been taught to function as peer tutors for those having difficulty.			

Form developed by writer.

PRESCHOOL SPECIAL EDUCATION OBSERVATION

SMALL GROUP ACTIVITIES

TEACHER_____

SCHOOL_____

DATE_____

S = Satisfactory N = Not Observed	S	N	COMMENTS
1. Staff have materials out and ready before implementing activity.			
2. Each small group activity (e.g. art, functional) reflects the unit theme.			
3. The activities selected for each small group are developmentally appropriate typical preschool activities.			
4. Staff give instructions during small group activities in language children understand.			
5. No more than one child who requires a lot of adult assistance is included in any small group.			
6. Children are grouped to function as peer models for each other.			
7. Children who are competent in performing the small group activity have been taught to function as tutors for those having difficulty.			
8. The activity and materials used are structured so as to facilitate natural interactions among children in the group.			
9. Teachers reinforce social, communicative and other appropriate interactions among children.			
10. Inappropriate behavior of children is managed systematically and consistently.			

Form developed by writer.

PRESCHOOL SPECIAL EDUCATION OBSERVATION

INDIVIDUALIZATION

TEACHER_____

SCHOOL_____

DATE_____

S = Satisfactory N = Not Observed

	S	N	COMMENTS
1. Each child is being taught the routine associated with entering the classroom and beginning circle time, using whatever adaptive equipment or devices are necessary.			
2. All objectives established for children are incorporated into the activities of the classroom and may also be worked on individually with specific children.			
3. Each child has an independent or partially assisted form of mobility for use in moving around the classroom (between activities) and between the classroom and other school areas.			
4. Children with physical disabilities are positioned appropriately to allow for maximum independence during all activities.			
5. All staff are able to use adaptive devices, computers, toys, accurately.			
6. All non-speaking children have a designated form of communication which is used by staff to provide instructions and to interact with children.			
7. All children with sensory impairments are provided instruction adapted to their needs, including directions for participation in an activity, adapted task requirements, adapted materials, or adult assistance.			

INDIVIDUALIZATION (cont.)

	S	N	COMMENTS
8. Individualized instructional cues and prompts (methods) that integrate therapy and education are used by all staff for each child throughout all activities.			
9. Active participation of each child is achieved through use of strategies such as modifying the activity (task) requirements for partial participation of individual children or using adapted materials within an activity.			
10. Each child has an opportunity to perform the targeted skill during all activities.			
11. Each child is an active or partial participant in all activities for the majority of the time.			
12. Individual goal charts and daily/weekly lesson plans address individual needs.			

Form developed by writer.

APPENDIX D

PHILOSOPHY STATEMENT

PHILOSOPHY STATEMENT

The Preschool Intervention Program is committed to the philosophy that all children deserve the opportunity to develop to their fullest potential. Early intervention for young special needs children and their families can lessen the impact of their disability or risk factor on their total development and maximize their ability to function in the environment.

This philosophy statement was developed by the five preschool teachers who participated in the practicum and represents a concensus of opinions about the goals of the early intervention program.

APPENDIX E

CALENDAR, UNIT IDEAS FOR PRESCHOOL

SEPTEMBER	SCHOOL MANNERS (RULES & ROUTINES)	
	"ME, MYSELF & I" (SELF-CONCEPT, BODY PARTS, FEELINGS, PERSONAL INFORMATION)	
	COLORS, SHAPES (INTRODUCE, BUT INCORPORATE ALL YEAR)	
OCTOBER	FALL	HALLOWEEN (REAL/PRETEND)
	SAFETY (FIRE, ETC.)	DRESSING SKILLS
NOVEMBER	5 SENSES	FOODS/NUTRITION/HEALTH
	THANKSGIVING	FAMILIES
DECEMBER	CHRISTMAS	HOMES/COMMUNITIES
	SECRETS	FRIENDS
JANUARY	WINTER	MOTHER GOOSE/NURSERY RHYMES
	MARTIN L. KING	MONTHS OF THE YEAR
FEBRUARY	VALENTINE'S/LOVE/FRIENDS	PRESIDENTS
	GEORGIA DAY	
MARCH	CIRCUS	EASTER (MAY BE IN APRIL)
	ST. PATRICK's DAY	PASSOVER
APRIL	SPRING	TRANSPORTATION (WHEELS, SPACE, ETC.)
	PLANTS, GROWING THINGS	FARMS
MAY	ANIMALS (PETS, FARM, ZOO, CIRCUS)	
	MOTHER'S DAY	
JUNE	SUMMER	
	FATHER'S DAY	

Unit themes can be incorporated into daily activities (snack, art, music, story, indoor work/play time, outdoor time, etc.).

Skills to be developed include listening, communication, cognition, fine and gross motor, social/emotional, self-help, visual and auditory discrimination, sorting, classifying.

APPENDIX F

MONTHLY BULLETIN

April, 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Spring Break	2 Spring Break	3 Spring Break	4 Spring Break	5 Spring Break	6
7	8 Spring	9 Spring Showers	10 Catepillars & Butterflies	11 Butterflies	12 Jermaine's Meeting 10:30 am	13
14	15 Plants	16 Seeds	17 Flowers	18 Spring	19	20
21	22 Transpor-tation	23 Cars	24 Trucks	25 Fun Day! Field Trip	26 Lindsey's Home Visit SNK Class Visits	27
28	29 Airplanes	30 Trains				

(Developed by participants)

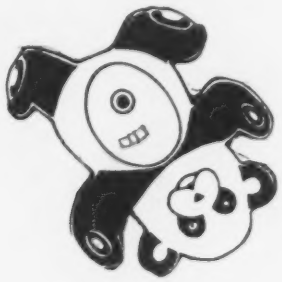
APPENDIX G

"EVERYTHING A PRESCHOOLER SHOULD KNOW"

"EVERYTHING A PRESCHOOLER SHOULD KNOW"

(Concepts/Themes/Unit Ideas)

Air
Animals (Farm, Zoo, Circus, Pets, Forest, Jungle)
Circus
Clothes
Clowns
Colors
Communication (Telephone, Mail, Talking, Reading, Listening, etc.)
Dentists
Dinosaurs
Doctors
Emotions, Feelings
Families
Flags
Flowers
Foods/Cooking/Nutrition/ Fruits and Vegetables
Friends
Gardens
Holidays
Homes
Indians
Insects
Letters
Library
Magnets
Me, Myself, and I
Money
Months of the Year
Mother Goose/Nursery Rhymes
Musical Instruments
My Body
Numbers
Our Country, State, City
Parades
People in our School (Principal, Secretary, etc.)
Personal Information (Name, Birthdate, Phone Number, Address)
Plants/Seeds
Presidents
Safety (Traffic, Fire, Home, School)
Seasons
Shapes
Space
Sports
Tools
Travel (Cars, Trucks, Planes, Trains, Motorcycles, Bikes, Trikes)
Trees
Vacations
Water
Weather



(Developed by participants)

APPENDIX H

OUTLINE FOR UNIT PLANNING

OUTLINE FOR UNIT PLANNING
(Developed by participants)

Title:

Goal:

Vocabulary/Terms/Concepts:

Main Events: Introduction:

Culminating Activity:

Parent Involvement: 1. How can parents help?

2. What Friday follow-up is applicable?

Activities:

1. Large Group
2. Small Group
3. Individual
4. Outdoors
5. Snack
6. Learning/Activity Centers:
   - Language Arts
   - Math
   - Science
   - Art
   - Music
   - Dramatic Play
   - Fine Motor

Evaluation:

1. In terms of meeting unit goal?
2. In terms of meeting student's IEPs?
3. Would you use this unit again?
4. Would you modify unit in anyway?

APPENDIX I

INDIVIDUAL GOAL CHART

INDIVIDUAL GOAL CHART

GOALS FOR:_____
(Name)

BIRTHDATE: _____

1. Student will unzip his jacket.
2. Student will unsnap snaps on his clothing.
3. Student will dry his hands after washing them, with prompt.
4. Student will assemble a four piece formboard.
5. Student will stack 4 1" cubes to make a tower.
6. Student will imitate a vertical, horizontal, and circular stroke.
7. Student will use a crayon to color inside a large simple picture or shape, with most of his markings inside the boundaries.
8. When given an array of 4 pictures, student will point to the picture which matches the one shown by the teacher.
9. Student will sort red, blue and yellow objects into 3 different containers.
10. Student will rote count to three.
11. Student will count 3 objects.
12. Student will name at least 6 body parts.
13. Student will tell the use of at least 6 familiar objects.
14. Student will follow 8 different 1 step commands.
15. Student will demonstrate an understanding of the prepositions "in", "under", "next to", and "on top of".

(Developed by participants)

APPENDIX J

SAMPLE LESSON PLANS

LESSON PLAN - SMALL GROUP INSTRUCTION

Date:_____

Group:_____

OBJECTIVES:

CHILD 1_____ CHILD 2_____ CHILD 3_____

Materials:

Activity:

Conclusion:

(Developed by participants)

LESSON PLAN - INDIVIDUAL INSTRUCTION

Date:_____

Child:_____ Birth Date:_____

Materials:

Activity:

Method:

Evaluation:

(Developed by participants)

ROUTINES →	BREAKFAST/LUNCH	BATHROOM	HELLO CIRCLE	CENTER TIME
Mon.	Go directly from bus to cafeteria. Check bookbags for money/notes from parents Discuss names/types/tastes/numbers of foods. Work on self-help skills and manners.	In classroom. Put up bookbags and coats. Assist students as needed with clothes/ toileting, then they may wash hands/get drinks of water.	Sit on mats in circle on floor. One teacher leads, second assists as needed to keep students on task. Discuss: calendar/weather/special events/who's at school. Use language/math/motor imitation to explore the week's theme (unit).	Ring bell to change centers every 15-20 minutees. Students may choos any open center for play when not assigned to the work center. Work center students must do all tasks given in "workboxes" before choosi from puzzles. Workboxes contain individually assigned I.E.P. objs. (see clipboards/folders).
Tues.				
Wed.				
Thur.				

(Developed by participants)

ART TIME	OUTSIDE TIME	BATHROOM	GOODBYE CIRCLE
One teacher demonstrates project, then both assist as needed to help students complete theirs.	Both teachers monitor closely for physical safety and encourage social/motor play.	Assist students as needed with clothes/ toileting, then they may wash hands/get drinks of water.	Sit on mats as at Hello circle. Give one cookie when sitting quietly. Read story/ do finger-plays/music. Teacher marks "Merit Manners" checklists and puts merits on charts.

(Developed by participants)

INDIVIDUAL TARGETS FOR GROUP ACTIVITY:_____

DATE:_____

NAME	MOTOR Gross Fine	LANGUAGE Receptive Expressive	CONCEPT DEVELOPMENT	SOCIAL Adult Peer	SELF-HELP
1.					
2.					
3.					
4.					
5.					
6.					

(Developed by participants)

SUGGESTED PRESCHOOL SCHEDULE FOR DOUBLE SESSION

AM

8:30 - 9:15	Arrival, breakfast, bathroom, tooth brushing
9:15 - 9:35	Opening circle, theme for day
9:35 - 10:00	Small groups
10:00 - 10:30	Learning/activity centers
10:30 - 10:50	Motor activity/outdoors
10:50 - 11:00	Bathroom
11:00 - 11:15	Small groups or special events
11:15 - 11:30	Story time, closing circle, goodbye

PM

12:00 - 12:45	Arrival, lunch, bathroom, tooth brushing
12:45 - 1:05	Opening, circle, theme for day
1:05 - 1:30	Small groups
1:30 - 2:00	Learning/activity centers
2:00 - 2:20	Motor activity/outdoors
2:20 - 2:30	Bathroom
2:30 - 2:45	Small groups or special events
2:45 - 3:00	Story time, closing circle, goodbye

(Developed by participants)

APPENDIX K

PRESCHOOL PARENT/FAMILY CONTACT

PRESCHOOL PARENT/FAMILY CONTACT

CHILD _____ D.O.B _____ PARENT _____

TEAM _____ ADDRESS _____

SCHOOL _____ TELEPHONE _____

DATE	ACTIVITY - CONTACT	EVALUATION - COMMENTS

SUMMARY:

(Developed by writer)

APPENDIX L

FAMILY SERVICE QUESTIONNAIRE

FAMILY SERVICE QUESTIONNAIRE

I. What problems do you feel that your child is having in any of the areas listed below? Please check all that apply and explain and give examples.

___ Behavior at home_____

_____

___ Behavior in public_____

_____

___ Language (talking/understanding/both)_____

_____

___ Learning skills (Counting/ABCs/Coloring/Scissors/Puzzles)

_____

___ Self-help skills (toileting/eating/drinking/washing/ dressing/cleaning-up)

_____

___ Lack of opportunity to or doesn't know how to play with other children

_____

___ Lack of opportunity to go out into the community (to stores, library, etc.

_____

II. Please mark all that apply. What places in the community does your child go on a regular basis.

___ Relative's homes
___ Friend's homes
___ Church/sunday School
___ Doctor/Clinic/Therapy
___ Dentist
___ Barbershop/Beauty parlor
___ Daycare
___ other:_____

___ Grocery Store
___ Mall
___ Restaurants
___ Park
___ Movies
___ YMCA/YWCA
___ Babysitter

Which of the above places do you avoid taking your child because of behavior or other problems?
Please explain:_____

_____

_____

III. Keeping in mind the information on this form, please choose 2 of the options below (numbers 1-6) by marking with an "X".

1. ___ I would like to have the teachers work directly with my child and myself at: home/school/either. **(please circle one)**

2. ___ I would like to have the teachers work directly with my child and myself at his/her: daycare/babysitter.

3. ___ I would like to come to school to meet with other preschool parents and the teachers, (for discussion groups, to hear speakers, etc.)

4. ___ I would like for my child to participate in small play groups in the homes of other preschool students. (I can take a turn having 2-4 students to my home: YES/NO)

5. ___ I would like for my child to participate in community outings with other preschool students (trips to the library, parks, stores, etc.) I can attend with my child: YES/NO

6. ___ I would like:_____

_____

IV. The time that is best for me to participate with my child on Fridays is:

___ mornings (1 hour between 9:00 - 12:00)

___ afternoons (1 hour between 12:30 - 3:30)

___ None of these times (What time is possible for you?_____

___ I would be interested in learning to become a school volunteer in my child's classroom. The best day for me would be_____.

___ I can occasionally provide transportation for a parent or child who lives near me if needed on Fridays.

V. **Please add any other information about your child or your family that you think may be helpful.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

This questionnaire developed by participants.